

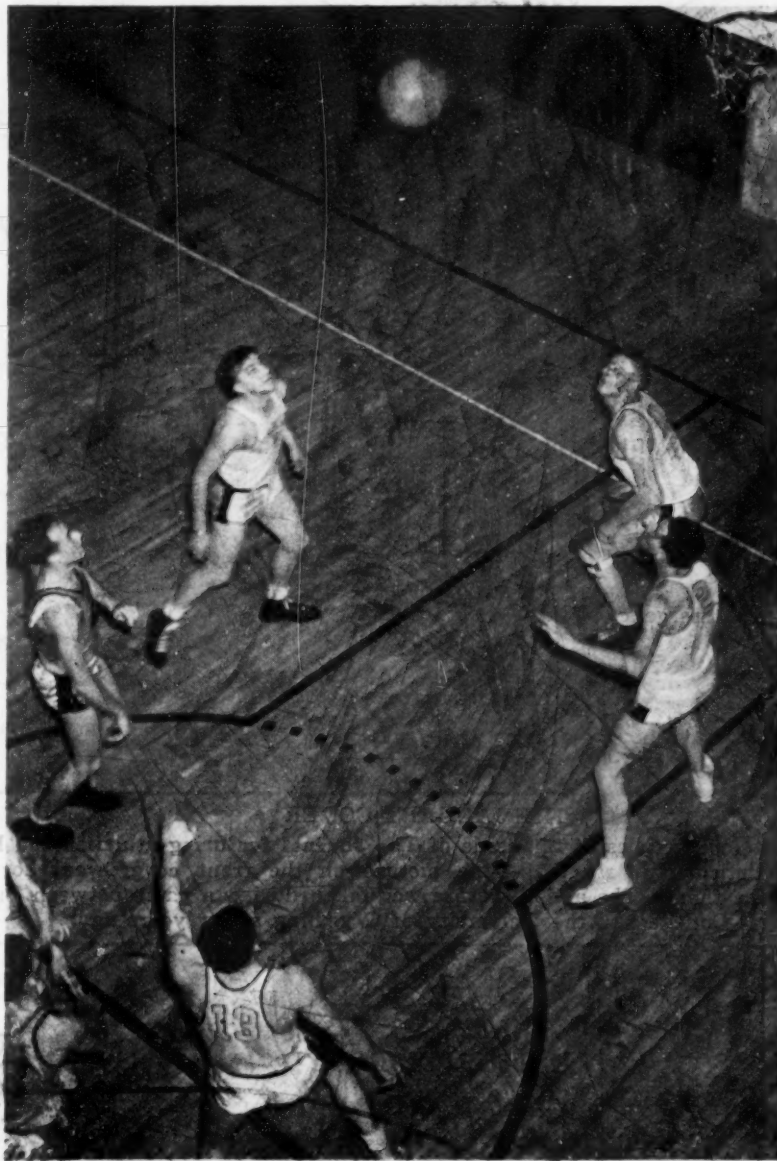
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*The Teachers College*

# JOURNAL

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VOLUME XIV

JANUARY, 1943

NUMBER 3

*Indiana State Teachers College*

*Terre Haute, Indiana*

# THE TEACHERS COLLEGE JOURNAL

Volume XIV

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### THE JANUARY COVER

The first four articles of this issue of **The Journal** featuring athletics and health education—particularly basketball—the picture on the front cover was chosen as symbolic of the theme. The action picture was taken during a game between Indiana State Teachers College and the University of Wyoming a few years ago.

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# A Follow-Up Of 788 High-School Basketball Stars

Glenn M. Curtis

Mr. Curtis is basketball coach at Indiana State Teachers College. Before coming to his present position, he produced four state champion high-school teams in Indiana, three of them being at Martinsville. Assisting Mr. Curtis in gathering the data of his report were John L. Adams of Vincennes, Charles A. McConnell of New Albany, Paul W. Neuman of Lebanon, M. C. Pruitt of Connersville, William E. Purcell of Farmersburg, Mark Wakefield of Evansville Central, and Clifford Wells of Logansport. Any one familiar with Indiana high-school basketball will recognize these names as foremost among the notables in the sport made famous in Hoosierland, and as representatives of high schools of various sizes. Mr. Purcell also assisted in tabulating the data.

Earlier studies made at Indiana State Teachers College by Eaton, Carter, Snoddy, and Shannon, in which high-school athletes were compared with non-athletes, gave coaches and other friends of athletics grounds for gratification. The present study is a welcome addition to the series, and it comes from one of the highest authorities obtainable.

There has been much speculation concerning the post-school careers of high-school athletes. In Indiana, where basketball has assumed pre-eminence, attention has focused on basketball in particular. Some have charged that participation in basketball is detrimental to the health of the participants. Some even have gone so far as to say that too often it is poor training for good citizenship.

If such allegations be true, then the officers in our nation's armed forces have erred badly. The Army,



Glenn M. Curtis

Navy, and Marine Corps have set up a physical-fitness program which has competitive activities as its central part. Basketball is one of these activities. Qualified men determined this program of sports activities. They chose these activities primarily because of their contributions to the all-round physical and temperamental development of the participants. These activities lend themselves to group instruction; they offer interest and challenge to the individual. The purpose of the program is to develop the physical well-being of the young men. Rugged health, endurance, strength, and agility are the goals. There is an opportunity in the sports activities to foster also certain qualities of character, such as courage, daring, poise under emotional strain, and confidence in self.

With the personal conviction that no boy with a constitutional weakness should participate in basketball, but that a boy without any constitutional weakness would not be injured by playing it, an investigation was made which consisted of a follow-up of nearly eight hundred boys who had played basketball with distinction in Indiana high schools. The conclusion of the investigation confirms the original assumptions and also disputes the allegation that basketball is poor training for good citizenship. It can not be claimed from this investigation that basketball made the ex-high-school athletes useful, healthy citizens, but it is certain that it did not make them the opposite.

The follow-up study was made to see what became of several hundred boys who played high-school basketball with distinction. Were they apparently healthy? How many were dead? What were the causes of death? How many were working? What at? How many were married? How many divorced? How many were living in their home counties? How many had started to college? How many had graduated? What kind of citizens had they become?

Data were obtained from the boys of nine Indiana high schools by their coaches. The schools and coaches,



and the number of boys from each school, were as follows:

132 boys from Vincennes coached by John L. Adams

132 boys from Central of Evansville coached by Mark Wakefield

115 boys from Martinsville and Lebanon coached by Glenn M. Curtis

113 boys from Logansport and Bloomington coached by Clifford Wells

111 boys from Decker coached by William E. Purcell

99 boys from Connersville coached by M. C. Pruitt

62 boys from Lebanon coached by Paul W. Neuman

24 boys from New Albany coached by Charles A. McConnell

The 788 boys included in the survey had played basketball on teams dating from 1918 to 1940. Their ages at the time of the survey (1942) ranged from 18 to 45.

Obviously, the only scientific way to find out the state of a man's health is to have a careful examination by a competent physician. Data of such reliability were not obtained in this case. The boys' and coaches' opinions as to the boys' health were used instead, and these two types of opinions have been shown in an unpublished report by William E. Purcell to be in close agreement. They showed, on the whole, that the surviving ex-athletes were enjoying robust health. Only small numbers admitted their health was not good, and none said it was poor.

Eighteen of the former basketball stars were dead in 1942. The deaths were due to the following causes:

Accidents	9
Automobile accidents	3
Drowning	1
Explosion in garage	1
Explosion in coal mine	1
Football	1
Railroad	1
Suicide	1
Diseases	9
Tuberculosis	3
Heart trouble	2
Blood poison	1
Bright's disease	1

TABLE I  
COMPARISON OF DEATH RATES AMONG THE 788 FORMER BASKETBALL PLAYERS AND AMONG WHITE MALES OF AMERICA AS A WHOLE BY AGE LEVELS\*

Age Levels	18-20	21-25	26-30	31-35	36-40	41-45
Percentages for U. S. 788 ex-athletes	5.12	5.48	5.91	4.64	6.04	8.09
Number	64	210	178	158	140	58
Deaths	0	1	2	9	5	3
Percentage	0	0.48	1.12	5.70	2.14	7.89

\*Adapted from unpublished data by William E. Purcell

Cancer

1 A majority of the boys (418) have

Typhoid

1 remained in their home counties. Al-

Eighteen deaths out of 788 is unfortunate but not unusual. In comparison with figures taken from Dublin and Lotka, they are better than normal expectancy.<sup>1</sup> This comparison is shown in Table I.

Of the various causes of death among the former athletes, only one has peculiar significance in relation to basketball—heart trouble. One of the two boys dying with bad heart had a rheumatic heart before playing basketball, and he died fourteen years after graduation. Basketball did not produce this case, although it is admitted that the boy should not have indulged in the strenuous sport.

The other case was attributed to bad teeth many years after graduation from high school. He had no heart ailment, according to the examining physician, at the time of athletic participation or immediately afterwards. His case also can not be laid to basketball.

Of the 770 high-schools graduates living in 1942, all but three were in regular jobs, were in college, or were in America's armed forces, and the three not regularly employed were from the 1940 class. The boys were following a wide array of pursuits which represents better than a cross section of American life. The various vocations pursued by the 767 are shown in Table II. A fact not revealed by the table is that the boys had been remarkably steady in their vocations. They have stayed on their jobs, and changed jobs but very few times, most of them having been employed in only one or two places.

<sup>1</sup>Louis I. Dublin and Alfred J. Lotka, *Length of Life—A study of Life Tables*, p. 14.

TABLE II  
OCCUPATIONAL DISTRIBUTION OF 767 FORMER BASKETBALL PLAYERS

Occupations	Frequencies
Unskilled laborers	135
Business owners and managers and factory foremen	90
Skilled laborers	95
Teachers (mostly coaches, but also high-school and college teachers)	66
Salesmen	65
College students	58
Members of America's armed forces	45
Clerical workers	41
Farmers	41
Retail clerks	17
Physicians	15
Taxi, bus, and truck drivers	15
Railroaders	12
Civil service employees	10
Engineers	9
Judges and lawyers	8
Firemen and policemen	7
Morticians	6
Dentists	5
Editors and journalists	5
Musicians	5
Commercial aviators	2
Pharmacists	2
Recreational directors	2
Clergyman	1
County agricultural agent	1
Insurance adjuster	1
Optometrist	1
Professional baseball player	1
Race-horse trainer	1
Radio entertainer	1
Sign painter	1
Total	767



Many of the 352 boys who left home for employment did so to take jobs which were opened to them largely because of their athletic ability. But although they got their jobs largely through athletics, they held them because of their dependability.

Citizenship is a hard thing to measure reliably. One can only estimate another's quality of citizenship. The eight coaches estimated their former proteges to be wholesome and useful citizens in 1942. None of the boys were in asylums or penitentiaries. At least 512 were married in 1942, and only 40 were divorced. The percentage of divorce among the former basketball boys, therefore, was significantly lower than for America at large.

Higher percentages of the basketball stars entered college than is true of high-school graduates in general. Doubtlessly athletic ability had an influence in the matter. Three hundred seventy-four, or 48.57 per cent, of the 770 boys entered college. Of those who entered, 189, or 50.53 per cent, had graduated by 1942, and

another 58 (15.51 per cent) were still enrolled and hoping to graduate. Thus, not only did the athletes enter college in larger proportions than normal; they also remained to graduate in larger proportion than normal.

Those boys who withdrew from college without graduating are known by their coaches to have achieved what they started out to do in life and are useful citizens. Perhaps some of the boys should not have started to college, and perhaps some others chose the wrong college.

A summary of the follow-up of the 788 boys who played basketball with distinction in Indiana high schools from 1918 to 1940 is as follows:

1. The boys seemed to be healthy.
2. A smaller percentage died than could be expected from nation-wide norms.
3. Half of the deaths were due to accidents, and none to basketball or its aftereffects.
4. All but three of the boys were regularly employed in 1942 or were enrolled in college or in America's armed forces.

5. The occupations followed by the 767 employed high-school graduates represent better than the average of American life.

6. Somewhat more than half of the boys remained in their home counties, which may not mean anything other than that they were normal high-school graduates.

7. So far as upright citizenship can be measured, the boys proved to be credits to their schools.

8. Marriage was the normal thing for the basketball boys, and the percentage of divorce was significantly low.

9. More than a normal percentage of the boys who had played high-school basketball with distinction entered college, and of those who entered, more than a normal percentage remained to graduate.

10. All and all, the high-school basketball stars were as healthy, upright, and successful in their post-school careers as other graduates, and probably more so.

## WE ARE SORRY

About the time school opened in September, we mailed a double postal card to the basketball coach of each high school to which **The Journal** is sent. The card asked the coach to submit questions about coaching problems which he should like to have us refer to a jury of experts for answers, and the card stated that the answer would be published in this issue of **The Journal**.

We are sorry that the project failed. Only about thirty coaches sent us any problems, and most of the problems submitted did not refer to basketball coaching but to basketball management. The commonest problem was that of transporting teams under gasoline and tire rationing.

**The Journal** is grateful to the few coaches who submitted problems.

# Basketball: Then--Now--Perhaps

David A. Glascock

*Dr. Glascock, Associate Professor of Physical Education for Men at Indiana State Teachers College, coached the first high-school state-championship team in Indiana. That was in 1911, and the team was from Crawfordsville High School. The state tournament was played in a barn-like structure at Indiana University. The squad of that championship team consisted of only seven boys, all of whom are still living but one and are successful in life.*

*Since the article is partly reminiscent in nature, Dr. Glascock uses first person throughout. He states that the article was not written as an attempt to revolutionize basketball, but rather to express some rambling thoughts in trying to meet the request of the editor. However, although mindful that in making his suggestions concerning changes in our present game he will encounter opposition, he sticks to his points of view even though there be small chance of their being adopted.*

In 1891, Dr. Naismith, at Springfield College, in seeking to develop a new activity for his men students, hit upon the idea of tacking up peach baskets on the walls at the opposite ends of the gymnasium and throwing a volleyball into them. This was the crude beginning of our present-day game of basketball.

My introduction to basketball came about 1900 while living at Attica, Indiana. That spring the city had just completed paving its main street. There was a celebration of this event. In the evening a game of basketball was played on the street using two bushel baskets as goals. These were suspended over the middle of the street by means of ropes attached to buildings on opposite sides of the street. With this very poor place for

playing, inadequate equipment, and inexperienced personnel, a very poor demonstration of the game resulted, but it was new and interesting and none of us realized its future possibilities. Whenever a goal was made it was necessary to use a broom to tilt the basket in order to get the ball. From this very crude beginning up to the present very highly developed contest, I have seen and been involved in the game in some way: spectator, player, coach, spectator, and now again as a coach. I feel entitled to speak my say even though it may conflict with views of others.



David A. Glascock

Moving to Crawfordsville, Indiana, in the fall of 1900, I found the game well under way in the high school and in Wabash College. It was in the three-walled Y.M.C.A. gymnasium that I played my first basketball. Here, as in many cities, the baskets were fastened to the walls. Wall-scaling and basket-making were almost synonymous. The game was one of fast breaking, accurate passing, goal shooting, and tight man-

for-man defense. In many games the ball would travel many times from one end of the floor to the other at a dazzling rate of speed, the only break being when a foul was called or a goal made.

While dribbling was known, it was used very little, as a player could not score a field goal after having dribbled. Blocking and pivoting were not used to a great extent. There were few, if any, set floor plays, and the pivot man was not known. About 1906 Columbia University played at Crawfordsville. A member of that team demonstrated very effectively the use of the dribble as an instrument of offense. From that time on the use of the dribble gradually developed until now it is one of the outstanding skills of the game. So much has it been used that the style of the game has been changed from time to time to better use this skill and to develop a defense to combat it. Undoubtedly much of the personal contact of the game can be charged to dribbling. Nearly every year it has been necessary to make changes in the rules to offset the advantages gained by the offense over the defense by use of this skill. In a team's front court, pivoting and dribbling in for a "lay in" shot became very effective, and the shifting defense was developed to meet it. Through the use of the dribble, especially in the back court, stalling became an art. Often, if the defensive team retreated to its back court, the offense would withhold from play until the defense was forced to go out after them. In the past few years, the long rangy pivot man at the foul line came into use, making another place in the game for stalling and greater possibilities of personal contact. To check these, the ten- and three-second rules were adopted. A member of the rules committee stated that "stalling in the back court and at the foul line were responsible for the adoption of the three- and ten-second rules."

I believe that the rules today are doing much to bring the old dash and go back into the game and to restore the game to its place in the

(Continued on page 55)



# The Wabash Valley High-School Association

Orvel E. Strong

Mr. Strong, Associate Professor of Mathematics and Dean of Boys in the Laboratory School of Indiana State Teachers College, is Secretary-Treasurer of the Wabash Valley High-School Association. In such capacity he is the logical person to write a history of the Association. However, Norman R. Dunlap, in 1935, wrote *A History of the Wabash Valley High-School Association as his Masters thesis at Indiana State Teachers College*, and Mr. Strong acknowledges having drawn upon Mr. Dunlap's work considerably.

Today, the Wabash Valley High-School Association occupies a unique and enviable position in the athletic Midwest. It is the largest independent organization in the United States sponsoring athletic and other activities of its member schools. In the 1941-1942 season, the membership reached its peak with one hundred twenty-six high schools of Indiana and Illinois participating in various activities.

It was in the fall of 1915 that Mr. Ralph White, Sports Editor of the *Terre Haute Tribune*, offered a trophy for the season's football champion. Every high school in the sweep of the Wabash Valley was considered eligible for the trophy. When time came to choose the champion, much confusion and dissatisfaction arose from the fact that no basis for selection had been determined and no person or group of persons, except, of course, Mr. White, had been selected to deal with various disputes and claims of the competing schools. But of the three schools, Wiley of Terre Haute, Robinson, Illinois, and Georgetown, Illinois, which had outstanding teams, Georgetown was fin-

ally selected as the champion.

That same winter, Paris, Illinois, Vincennes, Rockville, and Clinton, Indiana and the winner of the Terre Haute City Schools Championship—now called Laboratory High School—accepted an invitation to play a basketball tournament. Rockville won this first tournament.

This was the early beginning of an organization that later became the Wabash Valley High-School Association. This first winter's activities stimulated activities very much. But a need was felt for some sort of representative government to direct the selection of the football champion and organize the basketball tournament.

In the fall of 1916, interest in the football championship had grown to such proportions that nine Indiana and eleven Illinois teams declared their intentions of competing for the trophy. There had only been six such declarations the previous fall. Such interest certainly called for some form of an organization.

Through Ralph White, an invitation to meet in Terre Haute was sent out and twenty-five schools responded by sending representatives. At this meeting a Board was chosen, consisting of: J. O. Marberry of Robinson, G. P. Reeves of Georgetown, Fred Bourn of Clinton, and T. W. Records and Ralph White of Terre Haute. Evidently the work of this board chiefly concerned the football championship, for its functions were listed as (1) to keep a record of the results of all games played in the Wabash Valley, (2) to determine the winner at the completion of the season, and (3) to act upon any protest which might arise during the season.

This board had many disputes, bickerings, and eligibility problems to

settle. Because of these difficulties, a great need was felt for a more positive organization. Mr. Kelly, principal of Worthington High School, sent out a circular letter to principals of the leading high schools praising the work accomplished by the *Terre Haute Tribune*, Mr. White, and the past Board. But he also suggested the idea of a permanent association. The following winter, a meeting for this purpose was called on December 15, 1917. Out of this meeting thirteen schools organized themselves into the Central Wabash Valley Conference. The thirteen charter members were: Marshall, Oakland, Paris, and Robinson, of Illinois, and Brazil, Clinton, Garfield (Terre Haute), Glenn (Vigo County), Jasonville, Prairie Creek, Rockville, Staunton, and Wiley (Terre Haute), of Indiana.

Mr. George W. McReynolds of Brazil was elected the first president. Other officers elected were: W. E. Harnish, Marshall, vice-president, Ralph H. White, Terre Haute, secretary-treasurer, and W. W. Keith, Paris, and W. W. Wright, Rockville, board members.

A constitution committee was appointed and ordered to report at a second meeting the following week. The constitution was submitted to the board and copies sent to all member schools.

During the winter of 1918-1919, the organization almost ceased to exist because of war activities and the flu epidemic.

In December, at a meeting of a majority of schools within a radius of fifty miles of Terre Haute, the present Wabash Valley High-School Association was formed. G. W. McReynolds was again elected president. The title of the association purposely omitted the word "athletic" because the school men present felt that they should broaden the scope of sponsored activities.

Since these hectic days of formation and development, the Association has grown rapidly into the large organization it is today. The greatest period of growth was between 1923 and 1925, when the membership increased from 38 to 77.



### Football Problems

Throughout all these years, the various schemes used to determine the football championship have been most interesting. In the early days a plan of scheduling was tried in which each school playing football played each other such school in the Association, but the plan failed because many of the schools refused to cancel any of their games with non-members. Later, a percentage scheme was used, awarding the championship to the team finishing with the highest win percentage. This didn't prove satisfactory for long—schools began to schedule weaker teams. Eventually a committee, appointed for the purpose, proposed the scheme in use today.

The present scheme awards more points to the team winning from stronger teams than from weaker ones. The scheme as copied from the constitution is:

The annual football championship shall be awarded to the school which has the largest number of points at the close of the season, the points to be derived as follows:

For a victory over a team which has a percentage standing of

- 750 or over at close of season  
— 10 points
- 500—749 at close of season  
— 7 points
- 250—499 at close of season  
— 5 points
- 0—249 at close of season  
— 3 points

- a. In case of tie games, one half of the above points shall be balloted.
- b. Only games played with member schools shall be counted in the standing.
- c. In determining the season standing for any team, tie games shall be considered half won and half lost.

### Basketball Problems

The Association's basketball tournaments grew so rapidly that the problem of a suitable place to hold them was uppermost in the Board's mind. In the early days the K. of C. gymnasium was used, but the crowds

soon became too large for this place. The new Wiley gymnasium seemed to be a solution, but this place was outgrown after a few years too. For the past nine or ten years the Indiana State Teachers College gymnasium has been used. But still there have been sessions when many hundreds of people have been turned away because of lack of space.

When the Board moved the tournament into the College gymnasium they felt that since there would be room for everybody, it would be a nice gesture to invite gratis all coaches, principals, and squad members of teams defeated in the preliminary tourneys. In lieu of these gratis admissions, the Board now sends each school a check with which to purchase tickets for his team if he so chooses.

### Winners of Events Sponsored By the Association

1. Winner of Current Event  
Bee 1920  
First—Robinson  
Second—State High, Terre Haute  
Third—Clinton

2. Music Festival 1920  
First—Paris  
Second—Clinton  
Third—State High, Terre Haute

3. Football Champions  
1915—Georgetown  
1916—Oakland  
1917—Jasonville  
1918—Garfield, Terre Haute  
1919—Robinson  
1920—Robinson  
1921—Robinson  
1922—Oakland  
1923—Robinson  
1924—Bicknell

\*1925—Gerstmeyer, Terre Haute  
Linton

1926—Casey  
1927—Casey  
\*1928—Clinton  
Lawrenceville

1930—Bloomfield  
1931—Casey  
1932—Charleston  
1933—Linton  
1934—Bicknell

1935—Garfield, Terre Haute  
1936—Oblong  
1937—Sullivan  
1938—Sullivan  
1939—Sullivan  
1940—Sullivan  
1941—Sullivan  
1942—Linton

\*Co-championship

### 4. Basketball Champions

Champion	Runner-up
1916—Rockville	Paris
1917—Rockville	Garfield, Terre Haute
1918—Rockville	Edwardsport
1919—Robinson	Garfield, Terre Haute
1920—State High, Terre Haute	Bloomington
1921—Clinton	Freelandville
1922—Freelandville	Oblong
1923—Robinson	Brazil
1924—Linton	Wiley, Terre Haute
1925—Vincennes	Lyons
1926—Clay City	Van Buren
1927—Linton	Vincennes
1928—Brazil	Hutsonville
1929—Wiley, Terre Haute	Brazil
1930—Wiley, Terre Haute	Clinton
1931—Lawrenceville	Switz City
1932—Bainbridge	Dugger
1933—Hutsonville	Rosedale
1934—Dugger	Switz City
1935—Cloverdale	Honey Creek
1936—Oblong	Wiley, Terre Haute
1937—Plainville	Wiley, Terre Haute
1938—Bloomfield	Sullivan
1939—Decker	Bainbridge
1940—Flat Rock	Garfield, Terre Haute
1941—Palestine	Decker
1942—Wiley, Terre Haute	Ellettsville

### 5. Track Champions

1921—Robinson  
1922—Mt. Carmel  
1923—Wiley, Terre Haute

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- 1924—Vincennes
- 1925—Bridgeport
- 1926—Linton
- 1927—Linton
- 1928—Lawrenceville
- 1929—Lawrenceville
- 1930—Wiley, Terre Haute
- 1931—Wiley, Terre Haute
- 1932—Wiley, Terre Haute
- 1933—Robinson
- 1934—Vincennes
- 1935—Wiley, Terre Haute
- 1936—Wiley, Terre Haute
- 1937—Wiley, Terre Haute
- 1938—Wiley, Terre Haute
- 1939—Wiley, Terre Haute
- 1940—Wiley, Terre Haute
- 1941—Wiley, Terre Haute
- 1942—Wiley, Terre Haute
- 6. Six-Man Football
- 1940—Rockville
- 1941—Rockville
- 1942—Rockville

## BASKETBALL—

(Continued from page 52)

sun with spectators and players. More phases of team play must be developed so that teams will function as a unit with every man in each play. There is more fast breaking, there are better passing teams, and there is not so much of withholding the ball from play. I believe that the players are getting more pleasure out of the game, and I am sure that the spectators are better satisfied.

Today, playing is confined mostly to the offensive end of the floor. On small floors this is a decided handicap. On most of the playing floors in Indiana a compromise has been made by placing two lines across the floor at equal distance from the baskets in order to increase the offensive territory. While I am heartily in accord with the present rules and believe that they should be played in the spirit they are intended, I think we are limiting the use of the floor too much and making the game a one-court affair, which was not the original intention. I believe that by doing away with the ten-second rule and by eliminating the dribble, at least in the back court, we would do much to improve the game because:

1. The whole floor would be opened up for intensive and interesting

WABASH VALLEY TRACK RECORDS				
EVENT	HOLDER	SCHOOL	TIME	YEAR
			DISTANCE	
100 Yd. Dash	McCreary	Bicknell	10 Sec.	1924
	McCreary	Bicknell		1925
220 Yd. Dash	Cassidy	Brazil	23 Sec.	1926-27
	Casey	Lawrenceville		1928
440 Yd. Dash	Fuqua	Brazil	51.6 Sec.	1928
880 Yd. Dash	Wooley	Wiley	2:02.1	1928
1 Mile Run	Sears	Greencastle	4:35.1	1927
1 Mile Relay		Brazil	3:36.3	1927
H. Hurdles	Ingle	Gerstmeyer	15.8	1941
Shot Put	Mail	Palestine	49' 4½"	1938
440 Yd. Relay		Mt. Carmel	45.7	1932
Medley Relay		Charleston	8:16.7	1933
220 Yd. Hurdles	Ingle	Gerstmeyer	24.3	1941
High Jump	Keeler	Concannon	6' ½"	1938
Broad Jump	Warner	Lawrenceville	21' 7¾"	1930
Pole Vault	Staley	Paris	11' 9¾"	1941
880 Yd. Relay		Mt. Carmel	1:34.6	1936
Freshman Relay		Lawrenceville	1:39.8	1936

play, thus throwing the responsibility on both the offense and defense for the rapid progress of the game.

2. On out-of-bound balls the defensive team would go on defense immediately instead of hurrying to its back court and intrenching itself for the attack of the offense.

3. We would see better and faster team work in advancing the ball.

Then, too, I believe the elimination of the dribble in the offensive court would do much to eliminate personal contact, to perfect passing teamwork, and add interest to the game for the spectator. If complete elimination is too radical a change, perhaps it would do to limit its use by permitting a man to pivot and take a given number of bounces in order to evade a defensive man. I believe this would do away with much of the charging and other types of body contact and would give the defensive man an even break which he does not have today with the dribble as it is allowed.

I realize that limiting the dribble would take much from individual players, but after all basketball is a team game, one of personality rather than of personalities. It is a game in which the success of the team should depend on the work of its weakest member rather than an outstanding

star. A well-balanced team will win more of its games in the long run than one having an individual star. After all it is a sport, as all team games should be, in which the weakest player should feel that he is a cog in a good combination rather than a satellite to the afore-mentioned star.

I have often been asked how teams of the past, that is about 1900 to 1920, would do in playing against those of today. This is a query that can never be settled to the satisfaction of any of us. Earlier basketball teams had good ball handlers, good goal shooters, men of great endurance, and were strong defensively. Games were played in twenty-minute halves. There were few breaks in that time in which a player had a chance to rest. Since there was no dribbling nor stalling when a team got possession of the ball they had to depend on accuracy of passing and speed to work the ball down the floor into position to score. Teams of today are just as fast, have endurance, and have developed many new skills such as pivoting, blocking, set plays, set shots, and the use of the one-handed shot. These skills have developed teams that I believe would prove superior to the team of yesterday, if it were possible to hold a contest between "Then and Now."



# High-School Education At Healthwin

Florence Hixon Kiser

*Mrs. Kiser, who has the Master of Arts degree from Indiana State Teachers College, describes in this article a phase of "health education" which is quite different from that customarily thought of.*

Healthwin, the tuberculosis hospital of St. Joseph County, is about four miles north of South Bend, Indiana. Including Sunnyst, the children's building, it can accommodate two hundred patients and is always filled. For fourteen years it has maintained a grade school, but for some time no provision was made for adults. Then for several years, W. P. A. teachers were sent out to teach such subjects as citizenship, government, and handicrafts, but the students received no credit for the work. In January, 1942, the law was passed by which high-school education could be financed in tuberculosis sanatoriums, and the high school was immediately organized. This is the school discussed in this article.

The teacher is paid a salary based on the number of pupils she teaches, each township trustee providing for the pupils from his township. She is hired by the county superintendent and is under his jurisdiction but is told to instruct and grade in any way she deems best. Of course, she must be licensed in all subjects she teaches. In matters pertaining to the hospital, she is advised by the director of rehabilitation at Healthwin and by the executive secretary of the Anti-Tuberculosis League of St. Joseph County.

The school has enrolled from eight to thirteen pupils ranging in ages from thirteen to twenty years. The only stipulations are that subjects of junior- or senior-high-school level are

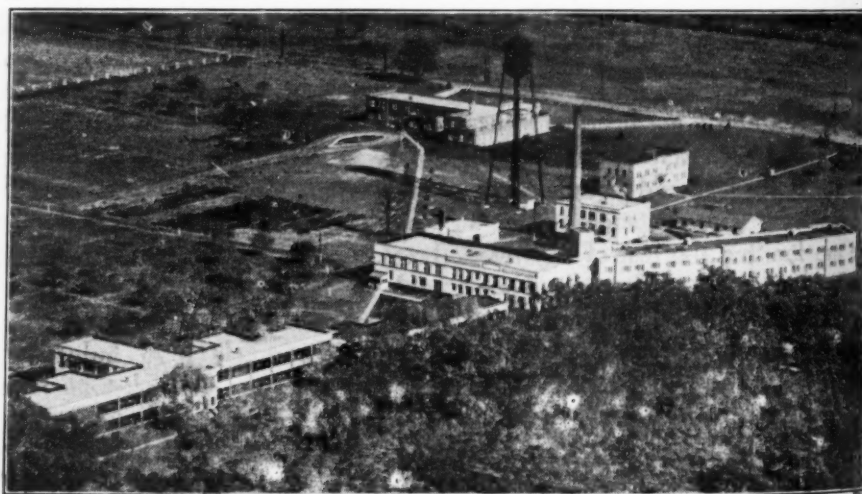
taught and that the students shall be under twenty-one when enrolled as undergraduates of high school. The plan is explained to all young people who enter the hospital as patients, and only those enroll who are both physically able and interested in furthering their education.

Whenever a patient is approved, his previous school record is obtained and the required subjects noted. Subjects begun in another school are completed if possible. Often changes in the course are necessary because of the impossibility of teaching laboratory subjects such as commerce, industrial arts, or home economics. In this case, the principal of the pupil's former school is consulted either through correspondence or personal interview, and subjects selected according to his suggestions. If the pupil is just beginning his school course, his personal tastes are considered, and he is usually given a choice of English, social science, or mathematics.

During the first semester, 1942-1943, history 8 and 11, economics,

government, algebra 9, English 8B, 9B, 10B, and 11B, and literature 9A, 10A, and 11A were offered. In January the one-semester subjects were replaced by sociology and high-school geography, the B-subjects were succeeded by the A-subjects, and new studies were introduced for the A-subject pupils.

The pupils are very glad to be doing school work again, and, with the time they have at their disposal, they can range far afield in whatever interests them. Every effort is made to keep the work interesting and pleasant. It is never necessary to scold anyone but occasionally it is necessary to advise him not to study quite so hard. With no distractions a teacher and student can accomplish much in the half-hour period allowed for recitations. The instructor can at once see what is not clear to the pupil and straighten it out. For example, if an algebra student is having difficulty with plus and minus signs, more drill and further explanations can be given because less important pages of the text can be omitted. Since there are no competitive examinations, the main point, mastery of the subject matter, can be stressed. The girl who until a week ago was a student in a large South Bend high school must have a simplified course. She had been using several texts and a very difficult work book in government, but now that she is so ill she is a full-time bed patient and can spend only thirty minutes a day at school work. The history of Indiana,



Healthwin Sanatorium, South Bend, Indiana



being part of the course, is now being studied, since it is easier to understand than the chapter on the Supreme Court.

The Healthwin library is a valuable asset in the educational program—doubly so because no books can be borrowed from the public library. For years there has been an ever-increasing collection of books given by clubs, individuals, and patients. In January, 1942, with the help of a volunteer librarian from the South Bend library, these books were classified and put on a card system. A call for more books issued through the press met with gratifying response. Each week the book cart, which was made by the Boys' Vocational School, is taken to the different rooms where patients may select the books or magazines they wish to read. The librarian is assisted by a patient who is well enough to wheel the book cart through the corridors. New books requested by the patients are purchased from the proceeds of old magazines and donated books which are unsuitable or duplicates.

*The Healthwin Reporter*, the monthly magazine written and edited by the patients and mimeographed by the Anti-Tuberculosis League, is another valuable educational aid. A reporter is assigned from each ward, and it is surprising how many interesting news items are collected. All patients seem pleased to see their names in print. Last semester the high-school pupils drew illustrations and wrote poetry, essays, and humorous articles, and this semester additional projects are being planned. For instance, as the English students acquire a taste for biography they review new books on the shelves and articles in the current magazines. Since a great many books are donated in response to requests printed in the *Reporter*, the now inadequate supply of biographies and of required reading for high school students doubtlessly will increase rapidly.

The teacher, with the aid of the students, is planning a series of scrap books or envelope clippings to be left for future reference. "Perfect Poems," for instance, from a well-known news-

paper, are often just what is needed in a certain history lesson. Different charts and graphs are helpful aids in economics. As the teacher can neither carry her own books into the rooms of the patients nor bring in material from the South Bend library, such material as Walt Whitman's "O, Captain, My Captain," should be available when needed. Fortunately, some of the pupils write beautifully, but none are physically able to use a typewriter.

In *Classification of Physical Activities and Routine for Patients*, a pamphlet put out by Healthwin Hospital and designed to aid its patients in recovery, the following statement is made: "The problem of anxiety, apprehension, and worry incident to the patient's limited physical activity and particularly associated with the beginning of treatment in the hospital can best be controlled by keeping busy. Some of the activities which are allowed are the best methods of treating any anxiety or apprehension which the patient may have."

No better proof of these statements could be found than the results from the high school at the hospital. When pupils look forward to the recitation period and are sorry to miss any classes, it is safe to assume the program is a success. Many are, in fact, already dreading the approach of summer when there will be no school. In the recitations they are so responsive that even a classroom teacher would not miss the give and take of the usual schoolroom. Their ability to grasp details, their comprehension, and their outlook on life all improve from day to day. It is hard to realize that they are patients suffering from what has been called "the dread disease." Their cheerfulness and courtesy are matters of daily wonder.

These same pupils are, along with their school work, acquiring a real health education which will benefit them all their lives. The doctors and nurses train them in all the modern techniques of sanitation. Nothing is allowed to interfere with their afternoon rest periods, and they are taught how to conserve their strength in every possible way. The importance of

good food and plenty of fresh air is stressed. Since all proper precautions are taken, pupils learn how to safeguard the health of others. Nurses and the teacher wear masks and gowns and scrub their hands to prevent infection. They are given the tuberculosis skin tests and X-Ray at regular intervals.

The health program receives much greater emphasis in St. Joseph County than it does in many other counties. In the summer, pre-school clinics are held. All boys first entering competitive athletics and all high school seniors are given the tuberculin skin test, followed by X-ray when necessary. Visits are also made into homes for the purpose of determining sources of infection.

Because of this co-operation, the Healthwin High School is succeeding in a comparatively unique field and it is hoped that other similar institutions will follow this modern educational trend.

#### VOCATIONAL EDUCATION

A recommendation that the United States Office of Education "be urged to use every means at its command to assist the vocational schools of the Nation in operating to the fullest extent possible for twelve months of the year" climaxed the 3-day War Work Training Conference of the Vocational Association in Toledo, December 2-5.

Largely as a result of vocational school experience in the training of approximately 5,000,000 workers for war industries during the past two and a half years, the A.V.A. House of Delegates in their resolution sought acceleration at the secondary school level as an aid to the war effort in providing future members of the armed forces with as much training as possible before reaching the draft minimum age of 18 years.

The 1500 members of the Conference at their opening session heard Brigadier General Frank J. McSherry, then Director of Operations, War Manpower Commission say: "Production of war goods could never have approximated the goals set by the President had not the vocational schools of the Nation developed adequate training programs."

# Philosophy And Functions Of Indiana State Teachers College

These statements of philosophy and functions of Indiana State Teachers College supplement statements published in the Journal in March and in July, 1942, on "Wartime Objectives of Indiana State Teachers College" and "Competencies Aimed at in the Education of Teachers at Indiana State Teachers College," respectively. The four are parts of a series. The complete series, in logical arrangement, is as follows:

*The Basic Philosophy of Education at Indiana State Teachers College (this issue)*

*Competencies Aimed at in the Education of Teachers at Indiana State Teachers College (July, 1942)*

*Functions of Indiana State Teachers College (this issue)*

*Specific Aims and Objectives of the Various Departments, Activities, Committees, and Administrative Agencies of Indiana State Teachers College (still in the process of preparation).*

*Wartime Objectives of Indiana State Teachers College (March, 1942)*

In the chronological order of preparing the several parts of the series, the committee responsible for their preparation was governed more by expediency than logic. The Wartime Objectives, which logically belong last and eventually can be omitted from the series, came first. They were prepared right after Pearl Harbor when the committee saw the immediate need for formulating a set of principles to guide the College through the war emergency. The Competencies were prepared second in order to meet the demands of a committee working with Dean W. S. Gray at the University of Chicago.

The Basic Philosophy belongs first logically, since it underlies all else.

The Competencies may be regarded as aims for the College—aims in terms of student abilities. They are ends to strive toward. The Functions are means by which the ends are to be achieved. The various detailed statements of departments, committees, etc., are aims and functions serving as immediate guides to such departments, committees, etc. The Wartime Objectives are guides to help the College keep its poise and serve its clientele and its country during the war emergency.

Some minor typographical errors crept into the July report on Competencies. They do not affect the meaning, however, so will not be pointed out now. There was one major typographical error which affects the meaning. In the first line of II (top of second column, page 125, of the July, 1942, Journal) the word "following" should be changed to "falling."

The committee responsible for the series consists of Wilbur B. Brookover, Gwylm Isaac, Anne M. Lee or Bertha W. Fitzsimmons, Mary D. Reed, and J. R. Shannon, chairman. The four portions of the series already published or being published herewith have been formally adopted by the faculty of the College and constitute the basic principles for its operation.

## THE BASIC PHILOSOPHY OF EDUCATION OF INDIANA STATE TEACHERS COLLEGE

A philosophy of education may be defined as an intellectual effort to combine the experiences in education into a harmonious and consistent unitary theory. The educational factors thus to be combined are the individual, the transmitted culture of society, and the institutional medium of

interaction. The subject matter of a philosophy of education is the common experience of the world of educational theory and practice. An adequate theory of education must therefore, be life-centered.

Education is a social process by which the individual becomes initiated into the culture of his group and by which he develops the capacity to evaluate and to improve himself and the culture in which he lives. To be educated does not mean merely to know and passively to adopt the values of the past, but to develop a critical attitude, freedom, and intelligence capable of modifying and adapting social conditions to new needs.

Education is an instrument of social control employed to perpetuate society and to advance social progress. It is, therefore, closely related to the form of government in the state. A democracy uses education not only for the purpose of stabilizing and perpetuating the state; it provides education at public expense in order that individuals shall become enlightened as free and responsible citizens. As such, they retain the right and duty of initiative in thought and innovation in action for the best interests of a changing society.

As the concept of education is extended to include all factors involved (individual, culture, medium of interaction) certain conclusions inevitably follow:

1. Greater consideration must be given to individual differences in capacity and ability.
2. Greater attention must be given to the whole cultural environment of the pupil, both as that environment is now and as it ought to become.

3. The program of education must be fashioned for the education of the whole man, physically, morally, and aesthetically, as well as intellectually.

4. Education must be conceived as both a life and a preparation for future living. Merely to transmit to the young the social heritage, or culture,

(Continued on page 69)

Teachers College Journal



# A High Calling

Clement T Malan

Dr. Malan is State Superintendent of Public Instruction and Professor of Political Science at Indiana State Teachers College.

To the classroom teacher we all owe much of the mental and spiritual development of our people and the quality of their ideals. By "line upon line and precept upon precept," reinforced by the power of example, which is more than precept, the classroom teacher steadily influences the child and gives him a set for life in his attitudes and character. Attitudes, as well as aptitudes, largely determine the individual's destiny and chance for success in any line.

The true teacher gives of himself. He teaches not only what is in the textbooks; he instills, inculcates, and inoculates a spirit into all that he teaches, even if he is unconscious of so doing. The atmosphere which each classroom teacher creates is a thing

of the spirit—not to be found in test tubes or print, but very real nonetheless.

How slow the race has been to recognize that the unseen things



Dr. Malan

are real and the seen things are ephemeral! But children are spiritually sensitive and not easily deceived or deceiving. They sense reality and respond to the sincere teacher.

In the basic meaning of education—a leading forth—the classroom teacher arouses interest, inspires enthusiasm, elevates ideals, and stimulates the pupil to his best endeavor. He leads him forth to a larger mental and spiritual world and cultivates his tastes and desires for the better values

of life. He shows him how to use his powers of concentration and reason and sustained effort. He broadens his horizon and opens windows of his mind and spirit, enriching his inner life. He gives him a sense of the worth of his own personality and teaches him to respect the personality of his fellows. Honesty, loyalty, patriotism, reverence, faithfulness, perseverance, self-denial, modesty, good sportsmanship, and all the virtues, are a part of the everyday curriculum taught every day by the everyday conscientious classroom teacher. To interpret this present age against a broad background of history with true perspective, relating the pupil's thinking and experience to the best thinking and experience of the ages, is no mean task. It is more than a job or a position. It is a high calling.

In the confusion and jangle of voices today, amid the stress and strain of wartime, who is to be the moderator, morale builder, and stabilizer, if not the classroom teacher who daily comes into contact with young minds striving to orient themselves to abnormal conditions and swiftly changing patterns of life? Who is to be depended upon to interpret daily happenings to students, without hysteria or bias, if not the teacher? Who is expected to keep the fires of ambition, hope, faith, love of God and country, kindled in the hearts of youth if not the teacher? Who is to show, by example and precept, the meaning of self-denial and service to others? What would any community or state be if suddenly every classroom teacher were deported? Sometimes a negative view gives us a more fair appraisal of a value.

We hear much of transportation, conservation, taxes, financing the war, military training, draft, rapid movement of troops, morale, civilian defense, and all else that goes into

wartime problems. But who stops to pay homage to those faithful men and women who daily remain at their undramatic, unromantic, and perhaps even monotonous posts? They give steady, unremitting service—humble or important—to carry on our American civilization, helping to make life easier, better, and more desirable for everybody. Their service is constant in peace and in war. But who sings their praises? Thousands of men and women in varied walks of life are faithful to their duties, giving steady, firm, consistent, and persistent, if undramatic, effort to the nation's welfare. They keep the whole machinery of our national life going.

I see a whole army of farmers and their families rising with break of day and toiling in all kinds of weather, summer's heat and winter's cold, to keep the nation fed. I see mothers—many of them heroes unsung—doing the thousand and one chores and loving services for their families in sickness and in health. Then I see multitudes of office workers going daily to their desks to do over and over again the tasks that are routine and wearing, far from colorful or glamorous. Many of them have left behind them in their homes, the young, the aged, infirm or crippled loved ones, who in turn are carrying on by doing whatever their strength and years permit in the work of the day.

I see throngs of toilers in store and factory, in institutions, and other buildings. I see men driving busses and trucks and tractors. I see the many executives and business managers and salesmen, each faithful to his task and carrying his own load of responsibility and fatigue. Then in another group I see thousands of men and women who serve the church, the school, and the state, and also those who follow other professions. Each has a place in the life of the community, although it may not be noticed and may never become spectacular. Each citizen is indebted to everyone else who performs faithful service in the body politic. If this war is teaching nothing else, surely mankind is learning the lesson of human interdependence and the truth of the



axiom that "no man liveth unto himself alone."

But of all the vast multitudes and varieties of those who work and toil with head, hands, and heart, who among them gives more of himself for less tangible returns than does the true teacher? He gives spiritual values and enrichment of mind that cannot be repaid in the coin of the realm. He fires the aspirations and imagination of youth to new frontiers. Undergirding the lives of all the rest who labor and minister is that education and American character so largely derived from the classroom teacher's effort in moulding our citizenry. The school is the common denominator of our whole population. Through its halls pass all the children of all the people, no matter where their future lots may be cast. During their tender, impressionable, formative years, the classroom teacher comes face to face with them daily, and the pupil spends more waking hours in the sight and sound of the teacher than he does with his parents. Often the teacher knows the child, his outlook, capacities, virtues, and faults, even better than do his parents. To the teacher the child is a personality, an individual, a bundle of potentialities, rather than "mamma's darling" or "the baby of the family."

Too long has the classroom teacher been taken for granted somewhat and paid too little for a skilled kind of service and ministry in the community—a service indispensable to our American way of life. The teacher's task drains his nervous strength, taxes his wisdom and powers, and is a responsibility that he carries with him night and day. There is no such thing as turning the key on one's students. A conscientious teacher gives of his inner self to inspire and develop the minds and hearts and bodies of his students.

Our schools are no better or worse than those who man them and the children who come to them. The mechanics of administration, equipment, housing, transportation, and all the rest involved in keeping our schools open, are of secondary importance to the quality, training, background, culture, and character of

the classroom teacher. It is the teacher who is the contact person with the child. The teacher's very life and breath touches the many plastic, eager, young pupils every day, vitally influencing their minds and spirits constantly and permanently. It is great teachers, not great textbooks and encyclopedias, that make great scholars. Socrates taught Plato; and St. Paul sat at the feet of Gamaliel. It is as true today as yesterday that Mark Hopkins on one end of a log and the pupil on the other constitutes a good school.

In these days of curtailments, adjustments, black-outs, and change, it is timely to think in terms of what is fundamental, what is necessary, real, and indispensable. What can be blacked-out, eliminated, or curtailed as superficial, unnecessary, extravagant, or merely a veneer or fad? All leaders of our day are increasingly aware of the need of re-emphasizing the spiritual and mental values as fundamental to our existence. Two and two still make four; and faith, hope, and love still endure and cannot be blacked out. "Without a vision the people perish," and to keep the vision alive is part of the indispensable work of the classroom teacher. It is the business of the schools to preserve and enhance the heritage of the people and to keep the light of hope and love and faith burning, regardless of black-outs.

In preserving and creating spiritual and mental values, and in teaching the youth of our day, the classroom teacher is helping to produce a priceless, unique, irreplaceable product, none other than the typical high-school graduate. Into this product goes all the alchemy, skill, blending, and composite of all training, knowledge, discipline, and ideals of all the many classroom teachers who have dealt with youth. The pupil is moulded by all the teachers, and he is a part of all whom he has met. The teachers' imprint is on his life and spirit, for they have been in charge of him during the impressionable years of childhood and youth.

Such responsibility is enough to stagger the conscientious, earnest teacher and make him tremble at the

thought of the power intrusted to him to use for the weal or woe of the lives of children whom he teaches. What the teacher himself is, inside and outside the classroom, is quite as important as what he formally teaches. Children are keenly sensitive and alert. Often they hold higher ideals for their adult heroes than the objects of their admiration suspect. The hearts and minds, spirits and bodies of school children are the care of the classroom teacher. It is his mission to cultivate, train, and inspire his pupils for whatever the future may hold in store for their adulthood, whether in war or peace.

Truly the classroom teacher follows a high calling and has a noble mission. As we think of schools, let us pause now and then to appraise the worth of the teacher who is actually doing classroom teaching. While administrators, reports, finances, buildings, equipment, and mechanics of running the schools all have a necessary place in the scheme of the school system, still it is appropriate now and then to magnify the importance, dignity, and necessity of the classroom teacher. His is a high and worthy calling. Let us enlist more of the cream of our college graduates in this profession, pointing out to them the high rewards in the intangible returns of spiritual and intellectual values.

## ANNUAL CONFERENCE

Because of war conditions, the annual Conference on Reading Instruction sponsored by the Reading Clinic staff of the School of Education, The Pennsylvania State College, at State College, Pennsylvania, will not be held in April, 1945 as previously announced. Instead, a special seminar on Differentiated Reading Instruction will be conducted by Dr. E. A. Betts during the week of August 9 to 16 as part of the regular summer sessions offerings. Seminar discussions will be supplemented with demonstrations. Emphasis will be placed on procedures for the study of learner needs and for meeting those needs in classroom situations. Outlines for the seminar may be secured from the Reading Clinic secretary.

# A Project In Local History By A Twelfth-Grade Class

Meribah Clark

Miss Clark is a teacher of social studies in the Laboratory School of Indiana State Teachers College. The project described here was prepared as a program for the Vigo County Historical Society. Miss Clark explains the origin of the project as follows:

The second day that I was in Terre Haute I visited the public library with Miss Florence Crawford, who called my attention to the stained glass windows in the dome. Two of the four personages represented were very familiar to me. Lew Wallace and James Whitcomb Riley were known, but Daniel Voorhees and Richard W. Thompson were strangers. Later I heard Mr. Roll, of the Indiana State Teachers College, talk most interestingly of time spent in the Rutherford B. Hayes home in Ohio while gathering material for a biography of Richard W. Thompson. An eighth-grade class was studying Indiana history and was desiring to put on a chapel program. A member of the class suggested that Mrs. Henry, an elderly lady, might talk to the school, as her father had been an important man here during the Civil War. She accepted the invitation and charmed the children. From that time on I have had a great interest in the character of Richard W. Thompson. When Dr. Mithcell invited me to be responsible for a program of the Vigo Historical Society, I began a dramatization of the life of Richard W. Thompson. I would have the fun of fulfilling a long-felt desire and I might interest a group of children in a local character, which might carry over into more local history.

I should like to thank Mr. A. R. Markle, Miss Florence Crawford, and Mr. Charles Roll for the help they have given in the preparation of the program. Those presenting the program were all members of the senior class of the Laboratory School. It must not be judged by dramatic standards, for it is historical instead of dramatic in nature.



Meribah Clark

Explanation: Terre Haute in 1843

It's difficult for a generation to realize the changes a city undergoes in a period of seventy-five or eighty years. In 1843, Terre Haute proper ended at Third Street. People living where Woodrow Wilson Junior High School now stands were country folk. The court-house square, with its little two-story box-like court house was the center of the city. In the square were gigantic locust trees and around the entire block was a picket fence. A horse hitching post surrounded the fence.

Men gathered in the rear of Scott's grocery store at the corner of Third and Ohio to discuss the affairs of the day. Upstairs in this building was the first office of Richard W. Thompson, statesman who settled in Terre Haute at about this time. Next to Scott's grocery was the State Branch Bank, now Memorial Hall. On the corner of Second and Ohio was a story-and-a-half frame house.

Across from the court house on Second Street were a number of business houses. Chauncey Rose's city scales were at the south end of the street. Next to this was the Ross general store. Rufus St. John had a harness and leather-goods shop in the same building with John Boudinot's general store. The city hall now stands on the ground that this building occupied. A small frame house, built up to the street, with a yard on either side, stood next to the corner. W. C. Linton's store was the corner building.

On the northeast corner of Second and Wabash was a china and glassware shop owned by Mr. Blake and Mr. Groverman. There is no record of the structures between this and the corner building which was owned by Mr. Farrington. Farrington's building was three stories high and the tallest in town at that time.

The first toll bridge across the Wabash River had just been built. It threatened to displace the Farrington and Johnson ferries.

## Prologue

Richard W. Thompson was born in Culpepper County, Virginia, on June 9, 1809. Both grandfathers had been officers in the American Revolution, so from earliest childhood he heard politics discussed. Jefferson's home was fifty miles away; Madison lived in an adjoining county; Monroe lived at Oak Hill, a distance of seventy-five miles. Thompson saw Jefferson as an old man, and Madison and Monroe were guests in his father's home. He saw Jackson inaugurated in 1829, making the trip to Washington on horseback in company with his father who took him to call on Jackson before they returned home. His home atmosphere was a cultured, intellectual one. His schooling was the best of the day, and he took part in the outdoor sports popular at that time. Those early Virginia days gave him a respect for the union, his love of country life, his dignified manners and courtly bearing, his conservatism on the slavery question. These were all part of his Virginia heritage.

His father was a merchant who experienced financial reverses as the land in Virginia wore out. Richard



PROGRAM  
VIGO COUNTY HISTORICAL SOCIETY  
FAIRBANKS LIBRARY—NOVEMBER 18, 1941

- Topic—The Life of Richard W. Thompson  
I.—Explanation—Dorothy McKinney  
II.—Dramatization—Richard W. Thompson  
Announcer—Ulta Thomas  
Prologue—Mary Davis  
Scene I—Characters—Lawyers  
William D. Griswold ..... Jim McIntyre  
Amory Kinney ..... Bob Gillum  
Samuel Gookins ..... Elisha Davis  
Scene II—Office of Daily Express, September 19, 1860  
Characters—Editor Hudson ..... Ed Mabley  
Reporter ..... Standau Weinbrecht  
Pressman ..... James Giglio  
Scene III—Backroom of Provost Marshall Thompson's office, September, 1864  
Characters—Clerk ..... Joe Shell  
Citizens ..... Charles Kelly, James McIntyre  
Scene IV—Backroom of McKeen Bank, March, 1876  
Characters—Colonel Nelson ..... Bill Shelburn  
T. C. Buntin ..... Bob Pollack  
R. W. McKeen ..... Leland Creighton  
Colonel McLean ..... Elisha Davis  
Harvey Scott ..... Bob Gillum  
Epilogue—Evelyn Burns, Lyle Barr  
III.—Unveiling of Thompson bust in Courtyard—Elizabeth Smith  
IV.—Story of Austin Bust—Ruth Millette  
V.—Story of Steamship Thompson—Helen Saikley  
VI.—Poems by Ulta Thomas, Helen Saikley, Nelle Bailey  
VII.—Talk by Mr. Roll  
VIII.—Story by Mr. Markle

The students presenting this program are members of the twelfth grade of the Laboratory School, Indiana State Teachers College, Terre Haute, Indiana.

realized it was impossible for a poor young, but ambitious, man to overcome the inborn antagonism of the slave-holding classes to those not able to hold slaves. He left Virginia for Kentucky in 1831, where he met the same obstacles. He clerked in a wholesale house in Louisville. One of the customers of his employer was a merchant from Bedford, Indiana, who invited Thompson to come with him and teach a school. This was before the days of free schools in Indiana. He opened a school which netted him forty-five dollars a month for four months. He paid his board by helping his benefactor in the store. He studied Indiana statutes, borrowed law books from a judge, Charles Dewey, was admitted to the bar, married Harriet Eliza Gardiner, in Columbus, Ohio, on May 5, 1836, and acquired the title of Colonel by being on Governor Noble's National Guard staff. He became known as the "Silver-Tongued Orator" through speeches made during the Harrison

Campaign of 1840. He served two terms in the State House of Representatives and one term in the Senate, before he decided to make Terre Haute his home in 1845, and from 1841 to 1845, he was representative in the United States Congress.

Scene I

Vigo County Circuit Court Room, 1845.

Court has adjourned for the day. Lawyers Griswold and Gookins are in the room collecting material making for departure.

Griswold: It is getting late. The dark may catch me.

(Kinney enters)

Kinney: Judge Law is gone?

Gookins: Yes, he just left. Court is to convene tomorrow morning at 9:30. Did you hear the newcomer, Thompson, today?

Kinney: No, I didn't but I know him well. I gave him his bar examination. Terre Haute is fortunate in having him decide to locate in this growing city. Our population of two

thousand will soon double and triple with the extension of the Cumberland Road, which has been turned to the state of Indiana. And the Wabash and Erie Canal is as far as Lafayette. It is going to get here before long. And this new toll bridge will in turn replace Farrington's and Johnson's ferries. It is a great improvement. I guess Bedford hated to have Thompson leave.

Griswold: Thompson is a fine advocate and has strong political connections. Two terms in the House of the state legislature, one term in the Senate, and one term in the United States Congress at the age of thirty-four speak pretty well for his ability.

Kinney: He is a powerful orator with fine command of words and imagery. I heard him in the campaign of 1840 when he was stumping the state for Harrison. (Quotes)

"The iron armed soldier, the true hearted soldier.

The gallant old soldier of Tippecanoe."

Gookins: Yes sir. It was Tippecanoe and Tyler too for him.

Griswold: Thompson is a Whig—a Clay Whig—a believer in protective tariff, in internal improvements at government expense, and I understand that he sponsored a bill in congress to re-charter the national bank. He is interested in getting a charter for a railway now.

Kinney: He likes new things. Didn't he vote for Congress to grant that inventor Morse thirty thousand dollars to test out his electro-magnetic telegraph? I guess he knew better than to run again after wasting the people's money like that.

Griswold: There is not much chance for Whigs in Washington these days. The political atmosphere is strongly democratic. It is a good time for Whigs to build fences in the home state.

Gookins: Ready.

(All exit.)

Scene II

Daily Express Office, R. N. Hudson, editor.—September 19, 1860.

First Speaker: What did you think of Thompson's four-hour speech today, Editor Hudson?

Hudson: He made it clear that he



was not going to go back on Bell and the Constitutional Party.

First Speaker: I prophesy that if Lincoln is elected Thompson will become a Republican.

Hudson: What makes you think that?

First Speaker: He said that Lincoln deserved the respect of every man and that Lincoln's strength lay in his conservatism on the question of slavery, and you know how strong Thompson has always been for the union—how it has hurt him to hear men talk of its dissolution.

Hudson: Lincoln and Thompson served together in the thirty-sixth Congress and are good personal friends of course. They have seen each other in the court frequently. But they have not agreed on parties these last few years.

First Speaker: Thompson couldn't support Lincoln or Douglas or Breckinridge in this election. They all represent sections—those parties are not national. He said today that Bell was the only candidate who was nominated by a convention including men from all states in the union. Those men want to remove slavery from national politics and hand it back to the states. They want to let slavery alone and are trying to persuade others to do likewise.

Second Speaker: And that was what killed the American Party, wasn't it?

Hudson: Maybe, but I rather think it was Dred Scott, Lecompton Constitution, and John Brown.

First Speaker: And do not forget the Republicans and Uncle Tom's Cabin.

Hudson: Thompson may be finally driven to the Republican Party, but it has taken him a long time to get there. He did not go after the crash of Whiggery in 1852, when they carried only four states. Then he fooled along with Know-Nothing until 1858, hoping that "Whiggery would rise again, and its flame be rekindled."

Second Speaker: You should say "American Party," not "Know-Nothing."

First Speaker: I heard him say before the Vigo County Council in 1855 that he was heartily tired of the

excitement and agitation of the subject of slavery. "I started a Whig. I have always been a Whig without a wavering or shadow of turning to the left or to the right. I have served that party when I had the strength to serve it, and though as a party it does not exist, I cherish its principles with all the ardor of my nature."

Second Speaker: Thompson has been a grand Whig. Do you remember the big rally at Fort Harrison, his speech in 1848, when the cane made from one of the walnut pickets at the fort was sent to Taylor to remind him of his early army days when stationed there? I often wondered what became of that cane.

Hudson: Yes, he said that day that Taylor stood like a faithful sentinel upon the watchtowers guarding the rights of both the North and South, determined to stand by the Union at all hazards.

First Speaker: That speech at Baltimore was the high point of his 1848 campaign, when twenty thousand people heard him, and the citizens escorted him to his lodgings after his speech was finished and later presented him with a silver goblet.

Second Speaker: Didn't he take the place of another that day and just make himself?

Hudson: I always remember what he said in Congress about Polk: "A weak, ambitious, imbecile President by a single stroke of the pen may get us into a long, expensive, ruinous war; but it demands all the sagacity, all the true-hearted patriotism of the country to get us out of it. The President may hurl his country almost over the precipice, but it requires the patriotism of our wisest and best statesmen to save it."

First Speaker: Guess that would hold in 1860 as well as 1848, wouldn't it?

Second Speaker: He didn't favor the Mexican War, did he?

Hudson: Dick Thompson has been a good political work horse in this state for a quarter of a century and has stood for a lot of fine things in this state. Just see what he has done for education. As far back as the Mexican War he was instrumental in calling a convention in Indianapolis

to see if there couldn't be provisions for free schools for children between the ages of six and eighteen. You know two hundred thousand children in this state didn't have a chance for a day's schooling. That was sixty per cent of the children.

First Speaker: He has always stood for higher education too. He has supported Indiana Asbury at Greencastle, a college of his church, and he helped to organize the law department of Indiana University. He is interested in the Terre Haute Female Academy, and spoke at its dedication a couple of years ago.

Second Speaker: In that speech he said that he thought colleges should do for women, and I agree with him. The object of a woman's education should be to train her for her plain duty and her unquestioned right as head of a domestic household, not to encourage the idea that she should participate in active business affairs of society.

Hudson: Last year at the Evansville Fair he proposed that the state should have an agricultural college to teach the sons how to cultivate the soil, and that he would like to have free schools open for every month of the year. Taxes!

First Speaker: I bet he has given more temperance talks than any man in the state. When his prohibitory law went into effect in 1853, it did not take long for the Supreme Court to declare it illegal—less than a year.

Hudson: He has been a great promoter of improvements. Canals and railroads have always been in the Colonel's blood, as well as horses. He was instrumental in getting the Terre Haute and Richmond Railroad this far and in getting the Terre Haute and Alton on to St. Louis, giving it connection with Cincinnati.

First Speaker: Don't you remember the write-up of Thompson's and Chauncey Rose's ride in the first train between Indianapolis and Terre Haute? The writer told of how they breakfasted in Terre Haute, dined in Indianapolis, and supped at the usual time again in Terre Haute. All this may be done now any day, and he ended by saying, "What may come

next, we are not at present prepared to advise."

Second Speaker: That was something for 1852.

Hudson: He has had the bee for a Pacific railroad for a long time. As early as '49 there was a railroad meeting in St. Louis, over which Douglas presided, to boost for a railroad to the Pacific on the United Route. There were nine hundred men at that meeting. I just found a series of articles Thompson wrote on that question the other day in the 1848 file of the *Wabash Express*. There were also some interesting material on those Shawnee and Menomonic Indian cases that he presented to the federal court.

First Speaker: We fellows have chatted here long enough. We had better get to our assignments.

(Exit.)

### Scene III

Office of Provost Marshall of Seventh Congressional District, September, 1864

First Speaker: Warm isn't it? My, but you look busy.

Second Speaker: I was just looking over these papers. Here is a list of the companies that have been mustered out of Terre Haute since the war began. Six of them. Fourteenth Infantry, Nathan Kimball, first colonel, June 1861.

First Speaker: That bunch has seen real service. They have been in the East with Sheridan, in the Shenandoah, at Antietam, at Gettysburg, at Cold Harbor, and in the Wilderness.

Second Speaker: Thirty-first Infantry, Charles Craft, September, 1861.

First Speaker: That regiment was at Fort Donelson, Shiloh, Chickamauga, and is at Atlanta now.

Second Speaker: Forty-third Infantry, William McLean, September, 1861. They are in that Arkansas campaign. Seventy-first Infantry, August 20, 1862.

First Speaker: That is the one Colonel Thompson worked so hard to raise. He spoke at Greencastle, Sullivan, and all around, appealing to men to fill it. McClellan needed

re-enforcements in the Peninsular Campaign immediately. It looked as though the European countries were going to help the Confederates, and we needed to show them that we are in the war in earnest. Lincoln had called for three hundred thousand troops in July, and the draft had just gone into effect. Thompson didn't want drafted men; he wanted volunteers.

Second Speaker: Thompson had a lot that summer with moving Camp Vigo north of Woodlawn to Camp Dick Thompson out east.

First Speaker: And didn't Governor Morton lay on to him too! Just read some of these telegrams that Morton sent him: "Push recruiting with vigor. What is the earliest possible moment you can embark your regiment? General Boyle is in great need of troops and says that any delay in forwarding them will prove disastrous. Are the muster rolls of your regiment complete? When is the earliest hour they can come here to be armed? Answer at once."

Second Speaker: The 715 went out untrained to fight Bragg in Kentucky. It nearly broke the Colonel's heart for those raw recruits to leave camp. He had orders two or three times before he sent them.

First Speaker: They suffered a plenty with the loss of a thousand men and Colonel Melville Topping. A lot of them were made prisoners, but they are paroled and the company reorganized.

Second Speaker: The eighty-fifth went out in early September, 1862, under John P. Baird and A. B. Crane. The ninety-seventh unit in late September. They have been at Vicksburg, Chattanooga, and they are with Sherman too.

First Speaker: Just how Thompson ever got those three regiments off in two months remains a mystery to me. How did he get the coffee mills, pans, tin cups, frying pans, blankets, caps, kettles, and spoons?

Second Speaker: He sent telegrams and then had to beg from people about the city for some of it. And between times he had to study his manuals, drill companies every afternoon, give orders to the doctor, give

lectures to the recruits on the evils of gambling, and exhort them to be gentlemen at all times and not have rude demonstrations.

First Speaker: Those were busy days but not any harder than they have been since the Colonel has been made Provost Marshall of the Seventh Congressional District. This enrolling for the draft and arresting of deserters has been terrible.

Second Speaker: The worst time was when the enrolling officer was shot in his home in Sullivan County.

First Speaker: I guess that was the result of that meeting of Green and Sullivan County men who opposed the draft. They say there were twelve to fifteen hundred men armed with knives, squirrel rifles, pistols, and guns. Dan Voorhees quieted them down when he went to Sullivan County.

Second Speaker: Thompson is still restless about the situation, for he has suggested that a man be assigned to examine freight shipped from Indianapolis to see that no arms came from that district.

First Speaker: The draft has not been easy for the Colonel.

Second Speaker: Did you ever see so many healthy-looking men claiming to be badly diseased internally as were in his office in January? Anything to get out of going under the draft of January, 1864.

First Speaker: I don't see why it is so bad. The bounties paid to volunteers have been pretty generous, one hundred to two hundred fifty dollars, from counties, on top of three hundred dollars offered by the state and national government. Not bad! This district has raised 1,500,000. We have exceeded our quota. I do not think there will be any draft here. The new draft is for September 19, 1864, and I expect fireworks, good and plenty.

Second Speaker: This district has always exceeded its quota. I don't think the draft law will have to be enforced here.

First Speaker: The new draft is for September and I think we will see fireworks; I do believe.

(Enter an excited man.)

Third Speaker: Either of you see



Thompson? We have to get him out of Terre Haute in double-quick time. There are five hundred armed Butternut men traveling in the direction of Terre Haute. They are threatening to destroy the papers in the provost marshal's office and to hang Dick Thompson to one of his own trees.

Second Speaker: What? Do you know what you are saying? Are you sure you are not mistaken? Let's not get excited. If that is the case, we must act quickly. Get the Sheriff started to the Butternut Camp. Get guards around this office. Get a hundred men ready to protect the government buildings in Terre Haute. And get Dan Voorhees. Maybe he and the sheriff can get these would-be raiders to go home. Let's not get too excited; let's think.

Third Speaker: Better move quickly.

(Exit.)

#### Scene IV

Room at back of McKeen Bank.  
March 8, 1877.

Buntin: Do you gentlemen realize that one of our number, Colonel Thompson, has been chosen by President Hayes as Secretary of the Navy?

Nelson: Somewhat of a surprise, isn't it?

McLean: Surprise to his wife, I guess. I understand she said, "Navy! Why, he can't even swim!"

Scott: Hayes thought Indiana deserved a cabinet position. Senator Morton is held in high esteem by him, and Thompson and Morton are good friends.

McKeen: I understand that Hayes heard Thompson speak at Columbus, Ohio, during the campaign of 1840. He was a block away but heard him distinctly and never forgot the speech. Then you know that Hayes often visited in the home of Colonel Thompson's sister-in-law, Mrs. Stem, where he heard much of him.

Scott: Don't you suppose that he wanted a man of the old Whig element in the cabinet who can help him enlist in the work of reconciliation with the South?

McKeen: Thompson will be happy in that, for he loves to be a peace-

maker. His long range of political vision, his southern origin, his residence in the North have fitted him for that role.

Nelson: He will be the oldest man in the cabinet—68. Do you realize that he has taken part in every political campaign since 1836? But he is well preserved both physically and mentally. His intellectual faculties, wealth of information, fine conversation, genial manners will make him stand out.

McKeen: But what does he know about the Navy?

Scott: "The Ancient Mariner of the Wabash."

McLean: Here is what the *Cincinnati Commercial* has to say about his appointment. (Reads) "Mr. Thompson's familiarity with the Wabash is a pleasant preparation for the chieftonship of our awful armament that flashes on the sounding sea."

Nelson: He is the first fresh-water Secretary of the Navy.

Scott: Who else is to be in the cabinet?

McKeen: William Evarts of Massachusetts, Secretary of State. He defended Johnson in his impeachment trial. John Sherman, brother of Bill, Treasury. Sound money is his hobby. George B. McCrary, Secretary of War, Iowa. Originator of the Electoral Commission Plan. He was born in Indiana. David M. Key, Postmaster General, Tennessee. He was a colonel in the confederate army. A great joker. Carl Schurz, Interior. A real reformer. A new day must be dawning for the old party when an honest, sincere man like that is included in the cabinet. Charles Devens of Massachusetts is Attorney General. He has been head of the G. A. R. but he is a conciliator.

McLean: That is a great cabinet—only four Republicans—Sherman, Thompson, McCrary, and Devens.

Scott: The Senate will approve despite the objections of the old guard.

Buntin: It will be nice for Mrs. Thompson and the children to have four years in the capital.

McLean: Washington is quite a nice city. It now has one hundred fifty thousand population; and gas

street lights,—three thousand of them! It has a water system instead of pumps, a good system of parks with bridle paths, and they even sweep the alleys once a week!

Nelson: I understand Thompson expects to take two of his horses with him.

Buntin: I would not be surprised if Dick does not try to have one of those new-fangled telephones.

Scott: I do not think there are any in Washington. Those are just novelties—they are not practical.

Buntin: Our club should honor Thompson before he leaves. He is to be in Washington Monday evening, March 12. Mrs. Thompson and the children will follow east later. Can't we have a reception at the opera house? Come over to the store and let us plan it.

(Finis)

#### Epilogue

Colonel Thompson, as Secretary of the Navy, reorganized the department to bring about greater efficiency, eliminate the waste of appropriated funds, and improve the personnel of the Navy. Much to the disappointment of President Hayes, he resigned his position in December, 1881, to become chairman of the American Committee of the Panama Canal Company, which position he held until that company collapsed in 1889. At that time he was eighty years old. He retired to his home on South Sixth Street, where for eleven years he pursued his many interests. He read widely and wrote books, three of which were published. He enjoyed his family, visited with his neighbors, chatted with friends at the Fort Harrison and the Literary Clubs, and attended the races, for which Terre Haute was famous. He was in great demand as a public speaker at the county fairs, Memorial Day exercises, and temperance meetings. He spoke frequently at Indiana State Normal School, Rose Polytechnic Institute, Indiana University, and Indiana Asbury College; the last two he had had an active part in establishing in 1868 and 1874.

He retained his interest in politics to the very end, never missing a state or national Republican convention.

His last state convention was in June, 1896, at Indianapolis, just sixty years later than his first one.

Terre Haute had great love and respect for this dignified, cultured old gentleman, whom they affectionately called "Uncle Dick" and "Old Man Eloquent." The city took great pleasure in the celebration of his birthday. The last one celebrated was his ninetyeth. Eight months later, on February 9, 1900, he passed away.

The public schools, Indiana State Normal, and Rose Polytechnic were dismissed in respect to his memory. The body lay in state at the Methodist Temple, where hundreds paid him their last respects. He was buried in Highland Lawn Cemetery, near his good, friendly enemy, Daniel Voorhees.

The span of his life covered the period from stage-coach and candle-light days to the advent of the automobile and electric light. He witnessed the country's growth from a nation of seventeen states with a population of seven million to one of forty-six states with a population of seventy-six million. He had seen it expand from the Rocky Mountains and Sabine River to the Pacific and to lands beyond the sea. He had seen every President from Jefferson to McKinley. It can be truly said of him that he was the last link in the chain which bound the fathers of the Republic and the fourth generation of their sons.

#### Unveiling of Thompson Bust

The dedication service of a memorial bust erected to the honor of Colonel Richard W. Thompson took place on December 11, 1902, in the Vigo County Circuit Court room. Lyman P. Alden presided at the meeting. Colonel W. E. McLean delivered the address, and prayer was offered, after which the people assembled in the northeast corner of the courthouse yard in front of the monument, where the formal unveiling took place. Mr. E. H. Bindley, a director of the Thompson Memorial Association, removed the veil from the monument, while the Ringold Band played "The Star Spangled Banner." The contributions that made the bust pos-

sible had been raised by public subscription.

On that occasion, McLean said: "Terre Haute unveils a monument which it has reared, not only in honor of a distinguished citizen who has gone to his great reward, but a monument which attests the high-toned liberality, the enlightened progress of our people. We have faith that among the generations to come in this beautiful and fertile Wabash Valley, there will be reserved, in the pantheon of their hearts, to a lasting memory the name which friendship and love and affection have inscribed upon that shaft that posterity may read it.

Colonel Richard W. Thompson—  
Orator, Statesman, Patriot, Friend.  
Alfred Austin Bust

Alfred Austin, a student at Wiley High School between the years of 1895 and 1899, became interested in modeling. Colonel Thompson was a good friend of his father, who was prescription clerk at Baur's Drug Store. Arrangements were made so that Alfred might go to the Thompson library and model the elderly gentleman.

Harriet Hosmer, a well-known sculpter of that day, while visiting Terre Haute, gave Austin some instructions on how to transfer his work from clay to plaster of Paris, and encouraged him to continue with his work.

You have before you the results of his effort. This bust has been the property of the library for a number of years. Mr. Austin is now living in Philadelphia, and as far as is known has never pursued this talent since he graduated from Rose Polytechnic in 1905.

#### U. S. Steamship Thompson

The name of Thompson is still revered in Navy circles. In the year 1919, the U. S. Steamship Thompson was launched at San Francisco. It was number 705 torpedo boat destroyer, 514 feet in length. One of the treasures of the ship was a brass plate bearing a brief sketch of the career of the man for whom it was named. The ship went out of commission in 1930, and this plate was sent to the family, who treasure it very highly.

It carries the following inscription:

U. S. S. Thompson  
Named in Honor of  
Richard Wigginton Thompson  
Secretary of the Navy  
Born—Culpepper County, Virginia,  
June 9, 1809

Was admitted to the Indiana Bar in 1854 and began there the practice of law; served in the state legislature 1854-1858, being for a short time president pro tempore of the senate; was appointed acting lieutenant governor to serve an unexpired term; was a presidential elector in 1840, when he zealously supported General Harrison by speech and pen; member of Congress 1841-45 and 1847-49; 1867-69 he was judge of the Eighteenth Circuit Court of Indiana. Secretary of the Navy 1877-1881, resigning that post to accept the chairmanship of the American Panama Canal Committee.

#### Poems

Terre Haute in the eighties and early nineties was a famous racing center. In 1892 at the old four-cornered race track where the stadium now stands, Nancy Hanks broke the world's racing record by trotting a mile in 2:04 time. Colonel Thompson was one of the crowd to watch the race. Riley wrote a squib about the men of Terre Haute at that time who boasted and strutted around the streets. The *Chicago News* carried this bit of doggerel:

It was a man from Terry Hut  
From the classic Wabash shore.  
I asked him as to politics;  
He murmured, "Two naught four."  
Says I to him, "How is the corn?"  
He turned on me a fishy eye,  
And whispered, "Two naught four!"

Riley was fond of Thompson and often visited in the Thompson and Debs homes. He once wrote the following about Terre Haute:

Take even statesmanship, and wit,  
And general git up and git.  
Old Terry Hut is scared clean  
through!

Turn old Dick Thompson loose, or  
Dan Voorhees—

And where's there any man  
Kin even hold a candle to their  
eloquence?



# Group Testing Of Hearing

Robert West

Dr. West is in charge of speech correction and hearing programs at the University of Wisconsin. He has contributed important research to both fields and has given valuable advisory service to educational and medical groups. He served for four years as president of The American Speech Correction Association and is the president of The National Association of Teachers of Speech. In addition to numerous articles in leading educational and professional journals, he is author of *Purposive Speaking*, *The Diagnosis of Disorders of Speech*, *Phonetics From the Point of View of English Speech* (with Kantner), and *The Rehabilitation of Speech* (with Kennedy and Carr).

This article represents one of his contributions to the program of the Speech, Reading, and Hearing Conference at Indiana State Teachers College in June, 1942.

Many surveys of the hearing of school children are being prosecuted these days; and, in the conducting of these surveys, much mass testing and sorting is undertaken to shorten the routine of the testing programs. Hence we are faced with the very practical question: What constitutes an efficient group screening test? In theory, this question can be answered very simply. An efficient group screening test consists of any testing technique that, with the least expenditure of testing time, discovers in the group under survey all who are deaf or hard-of-hearing.<sup>1</sup> That is a simple answer, but the catch in the answer is hidden in the phrase *all who are deaf or hard-of-hearing*. Most of us agree to what deafness means, but

we have such different notions about the hard-of-hearing that our statement above needs some amplification.

The technique to be employed in a group test to sort out those who need to be given careful individual audiometric study, or to determine if they are deaf or hard-of-hearing, depends upon the basic purpose of the hearing survey. Many a survey, employing perfectly good methods, has failed to achieve satisfactory efficiency merely because the methods were not suited to the purposes of the survey. A very good carpenter's drill fails if employed in a metalworking shop. The purposes of a hearing survey are, or may be: (1) pre-medical, (2) pre-educational, and (3) both pre-medical and pre-educational.

1. The pre-medical survey is one in which the purpose is to discover all the children who are in need of study by, and help from, the otologist, or ear-doctor. Just as many diseases of the eye do not seriously interfere with reading, so many diseases of the ear do not, especially at first, interfere seriously with the hearing of speech. A screening technique, therefore, that tests merely the comprehension of speech is only partially efficient in a survey intended to be pre-medical. The pre-medical screen test should explore the acuties throughout the entire range of frequencies used in speech. Two procedures useable in such a screening are: (a) a sweep test with the individual audiometer, and (b) a phonograph test, using recordings of pure tones or of "wobulated"<sup>2</sup> tones.

2. The pre-educational survey is

<sup>2</sup>A "wobulated" tone is one that varies in pitch many times a second, as, for example, a tone that is constantly modulated in pitch from 128 to 256 at the rate of 50 cycles of modulation per second.

one that attempts to discover the children who, for any reason, are impaired in their perception of speech, in order that these children may be handled properly in their educational careers. Some of these children will have no impairment of auditory acuity and no disease of the peripheral organs of hearing, but most of them will have some hearing loss. Since this type of survey is concerned primarily with the ability of the child to comprehend language, the screening test to be employed should be a speech test. The best technique for such a test is one employing phonographic recordings of sentences, words, or numbers.

3. The combined survey aims to discover (a) all those children who at the time of the test have difficulty in hearing or who may in the future have difficulty, and (b) those who have difficulty in understanding spoken speech, though they suffer from no reduction of auditory acuity. These two groups are in a large measure overlapping, though to assume that they are completely so is dangerous.<sup>3</sup> A screening technique that is efficient in discovering only one of these groups will often fail in accomplishing the full purpose of such a survey, and will leave undiscovered in every large group either a few children who suffer from diseases of the ear, or a few who are really deficient in their understanding of lan-

<sup>3</sup>Recently two surveys conducted independently in two adjoining counties employed two radically different screening techniques. Area A used the Maico sweep test, and Area B used the Western Electric number test. So far, so good; but in Area A the professed purpose was to discover these children who were educationally handicapped in their hearing, while in Area B the purpose was to discover those who should be referred to the otologist. Such a complete mismatching of techniques and purposes is to be excused now on the basis of ignorance, but the time will come when it will be regarded as professionally inexcusable and as a culpable waste of tax funds.

<sup>1</sup>This paper is intended to give the reader general information about group testing of hearing and to discuss the general principles of the subject, not the details of procedure.

guage but who are erroneously thought to be mentally retarded, lazy, or emotionally maladjusted. Obviously, the screening techniques for surveys having both pre-medical and pre-educational objectives should include both tone tests and word tests. Since the word tests are most efficiently given through phonograph records, it is most feasible to administer the tone tests with the same setup.<sup>4</sup>

The next question to be answered in setting up a screening test to sort out the children who should be further tested individually is: How strictly should the screen tests be scored to make sure that all the children who should be uncovered have actually been found by the screening process? Many variable factors make it impossible to fix an absolute line of failure on the basis of which test papers can be scored. Then, too, the strictness with which the papers are scored will depend upon the ultimate objectives of the survey. If the object of the survey is to uncover only the severest cases of disease of the ear or the severest cases of those educationally handicapped in their perception of speech, then the screen-test papers can be scored very leniently. If the object includes the finding of all cases of beginning auditory impairment or all cases of slight impairments of the perception of speech, then the papers must be scored very strictly and many borderline children must be retested. This retesting takes time, and the more time consumed the less efficient the screening; but without this retesting, many children may slip

<sup>4</sup>A practical test is made up as follows: right ear, two series of numbers of diminishing intensity, and two series of tones of diminishing intensity—one of 2000 cycles and one of about 4000 cycles; left ear, the same except that the tones are presented first. (The numbers and tone tests are altered so as to obviate the possibility that the children may remember the correct responses.) In this type of combination test the number of items in the tone part of the test should be exactly the same as in the number part.

through the screen who should be given later individual tests. The more of such children who slip through the screen, the less efficient the screening. The strictness of the scoring should thus be gauged in actual field experience by employing a small sample, or control group, all of whom are given screen and individual tests. The scoring of the screen tests by this means can be adjusted so as to uncover, with a minimum expenditure of time, a maximum number of the type and degree of cases that are to be sought for in the survey. The "drilling of this test well" will greatly increase the efficiency of the survey in the long run.

Now to come back to the original question as to how strictly to score the screen tests. It is obvious from what has been said above that any scoring instructions given by the manufacturers of the test material must be modified to fit the conditions and purposes of the survey, and that no specific recommendation can here be given as to the proportion of children who should be retested after screening. We can here give only the maximum percentages to be retested if the objective of the survey is to uncover all cases in need of further study, even the minor and the beginning cases of auditory impairment. These percentages are:

(1) In a pre-medical survey, using the phonograph recordings of tones, the 40 per cent who make the poorest scores should be retested. If the sweep test on an individual audiometer is used, all those whose losses are greater than 20 per cent at any point or points on the audiogram should be retested.

(2) In a pre-educational survey, using phonograph recordings of speech, the 40 per cent who make the poorest scores need retesting.

(3) In a combination type of survey, using the combination method described above, the 50 per cent making the poorest combined scores need retesting.

In two separate surveys using the same tests and the same criteria of scoring, the percentages of those retested may greatly differ. Suppose in

both surveys 15 failures<sup>5</sup> on the number test was taken as the failure line. In one survey it might be found that 50 per cent of the children would require retesting and in another only 35. What are the factors that make for these variations between surveys?

The factors of error which make for too-high scores are:

- (1) Cheating.
- (2) Intelligent guessing of the numbers spoken.
- (3) Special acuities in an ear otherwise defective.
- (4) Phones out of calibration.
- (5) Wrong test for the purposes of the survey.

The factors which make for too low a score are:

- (1) Noisy testing rooms.
- (2) Fear and excitement on the part of the children.
- (3) Poor intelligence.
- (4) Youth of the children tested (first- and second-graders are likely to get poor scores).
- (5) Phones out of calibration.
- (6) Poor administration of the test.
- (7) Indifference on the part of the children tested.
- (8) Wrong test for the purposes of the survey.

The question is often raised as to the relative advantages in time consumed of the group phonograph test and the sweep test employing the individual audiometer. It is obvious from what has been said above that in some cases the sweep test can not be used regardless of how rapidly it may be administered, because it is unsuited to the objectives of the survey. In a pre-medical survey, however, the sweep test may be seriously

<sup>5</sup>Sometimes the number test is scored on the basis of the level in each series of numbers of diminishing intensity at which the child makes his first definite failure. In either case the scoring method must be applied with discretion and discernment so as to distinguish between those failures that are due to auditory conditions and those due to distractions, confusions, and misunderstanding of the test instructions.



considered as the device to employ. The time-consuming tasks in the accurate administration of these two tests (figures given on the basis of a group of 25 children) are:

- (1) Sweep testing:
  - (a) Setting up instrument 10 min.
  - (b) Testing, 2 minutes per child 50 min.
  - Total 60 min.
- (2) Phonograph testing:
  - (a) Setting up instrument 15 min.
  - (b) Testing 15 min.
  - (c) Scoring papers 15 min.
  - (d) Retesting 10 min.
  - Total 55 min.

It can be seen from these figures that there is very little difference in the actual time consumed in the two procedures. The time advantage in favor of the group method is a slight one. There is another difference, however, that is much more important than this one of the time consumed, viz., the wear and tear on the one who does the testing. Few operators can sweep-test all day at the rate of 50 children an hour; and even those who can keep that pace slip seriously in their accuracy long before they have reached the 180th child. With the group testing, however, the routine is sufficiently broken so that the operator does not seriously suffer from fatigue. Then, too, with the group test, the actual presentation of the test tones is done by machine, thus relieving the tester of responsibility of thousands of separate decisions during the course of his day of testing.<sup>6</sup>

<sup>6</sup>If the tester using the sweep technique tries each frequency only three times on each ear, that means 42 separate decisions just for the giving of the tones to one child, 1260 decisions per hour, and 7560 decisions per six-hour day. Few workers can stand that strain, and these figures are definitely minimal.

## PHILOSOPHIES AND FUNCTIONS OF INDIANA STATE TEACHERS COLLEGE

(Continued from page 58)

is insufficient. Provision must be made for education for growth beyond current social patterns. This process will require, in addition to the conservation and transmission of knowledge, the development of goals, ideals, and attitudes, and the setting of standards of behavior, effort, and attainment by which one can measure his own conduct and attainments.

### FUNCTIONS OF INDIANA STATE TEACHERS COLLEGE

In order that students of Indiana State Teachers College be successful in attaining the competencies aimed at, and in order that the College consummate the program expected of it and discharge its responsibilities to the state, the nation, and the world at large, it has certain functions to perform which will facilitate the achievement of its aims. These are:

1. To serve humanity and the public schools of Indiana by educating competent teachers and administrators for the elementary and secondary schools.

2. To serve the youth of Indiana by providing facilities primarily for teacher education but secondarily for liberal-arts education; also to serve the youth of the Wabash Valley as a center for preprofessional training other than for teaching.

3. To serve adults with continued general or special education to suit their avocational or vocational needs.

4. To serve, through research, clinical service, library facilities, and publications, a clientele both near and far.

5. To serve the graduates of the College as a follow-up agency for in-service assistance.

6. To recruit the most promising high-school graduates into the teaching profession and to help place them throughout their careers in positions

in which they can render maximum service to society and to themselves.

7. To provide financial assistance, through loans, wages, scholarships, and fellowships, to capable students in order that no one's economic inability deprive him of opportunity for preparation to serve society to the maximum of his potentialities.

8. To maintain a faculty of scholars who are well grounded in their philosophy, broad general culture, and expert knowledge in their fields of specialization, and who exemplify wholesome personal qualities, democratic practice, skill in research, and expertness in teaching and in counseling.

9. To maintain high standards of scholarship for students.

10. To base instruction as fully as possible on actual participation in life situations.

11. To maintain a physical plant of such size, beauty, and special fitness as to meet the needs of the clientele of the College and to command respect of the public.

12. To uphold and advance the dignity of the teaching profession.

13. To advance and maintain the position of education among the several functions of government.

14. To co-operate with other agencies of society toward educational ends.

15. To serve as a laboratory of society and do social pioneering directed toward such goals as world economy, an economy of abundance, world peace, human brotherhood, and production for use instead of for profit, and thereby help make it as acceptable to think in terms of social science as it is to think in terms of physical science.

16. To maintain a continuous program of self-evaluation.

# The Rural Child In The War Emergency

*The Conference on the Rural Child in the War Emergency held in Chicago on July 10 and 11, 1942, was called jointly by the American Council on Education and the Committee on Rural Education.*

*The purpose of the conference was to bring together significant leaders in the field of rural education for consideration of the critical problems in that field and to issue and distribute widely the judgements and recommendations of the conference concerning those problems.*

*After being in session several hours as a whole, the conference divided up into a number of subcommittees, which formulated recommendations. Convening again as a whole, the conference discussed the recommendations prepared by the subcommittees, modified some, and then adopted all recommendations unanimously as the consensus of the group. The recommendations reproduced below are the ones which probably deserve most attention and publicity.*

In this crisis the schools should devote themselves directly to the great fundamental purposes of education—the preparation of intelligent citizens who understand, believe in, and practice the ideals of democracy; the preservation of national unity; the safeguarding of health; the training for vocational competence; the development of a sense of responsibility for the common welfare; and the maintenance of sound, wholesome community life.

The existing minimum term length for rural schools should be maintained in spite of pressures in the name of economy or labor shortage, and school and other community authorities should co-operate in accepting responsibility to see that all children of school age attend school.

An organized effort should be

made to present to qualified women the importance of rural teaching as an essential and critical type of war-time service.

The selection and recommendation of persons for emergency certification and employment should rest with county superintendents of schools, or with the appropriate school officers.

Licensing of these emergency teachers should rest with the authorized state certifying authority.

Other qualities being equal, emergency selections should be made from among those who have most recently taught.

Emergency licenses should be granted for short terms only, preferably for a year at a time.

States and communities should immediately remove all artificial barriers to the recruitment and selection of available persons, such as residence requirements, marriage status, etc.

For the duration of the present emergency, a liberal attitude must be adopted in regard to changes from one teaching area to another, such as shifting from the secondary field to the elementary field or vice versa.

Those charged with educational planning in the various states should be urged to consider the problem of effective refresher courses of regular-year type to meet such needs of returning and new teachers as can be supplied by the staff members of the teacher education institutions in collaboration with persons of adequate background already in the field. In setting up these plans established peacetime controls such as "residence" credit, "upper division" hours, and duplication by title and number with regular-year, campus courses should be secondary considerations.

Institutions should be encouraged to conduct off-campus summer work-

shops where feasible for the new and returning teachers of a given county or area.

Boards of education should actively enlist the assistance of parent-teacher or similar organizations in securing adequate housing at reasonable rates for teachers in the school communities.

Every effort should be made to provide the financial and other resources necessary to maintain the best possible educational opportunity for the rural child.

Local financial support for rural schools should be increased through upward readjustment of property assessments and the raising of local tax rates for schools.

The federal government should adopt the policy of extending financial aid for education to states in proportion to their needs, because in many areas there will be no other means by which schools may be supported.

The public school plant should be a community center, available for various community activities, but always under the supervision and control of the public school authorities.

The school should participate or lead in the formation and operation of a community council through which various local agencies can exchange experiences, co-ordinate activities, and allocate responsibility for community war service.

For those rural communities where the recruiting of school children for farm work may be necessary, youth should not be recruited from school for employment until competent public authorities have determined that the need can not be filled by adult workers, including full utilization of minority groups.

Where youth of school age are recruited, policies should be developed for such recruitment as to safeguard their health, education, and social needs, and should give full regard to child-labor and school-attendance standards and to the importance of making the work experience an educational one.



## Around the Reading Table

*The Indiana Negro History Society Bulletin*, October, 1942. 7 pp.

With the exception of his part in the Civil War and the following period of reconstruction, very little is said about the American Negro and his part in building this nation and government. From the Boston Tea Party to the present struggle to preserve freedom and democracy, the Negro has fought side by side with his white brother. He has had his part in every major development in industry, education, and the fine arts.

This bulletin, with a foreword by John W. Lyda, president of the Indiana Negro History Society, is mainly a suggestive outline for integrating Negro history in the social-studies course in grades seven and eight. The outline was prepared by Theodore Randall, John W. Brooks, and Miss Georgia Offut, all teachers in the Indianapolis schools. A bibliography is included in addition to the references listed throughout the outline.

The outline for the fall semester of the seventh grade emphasizes the Negro's part in the expansion of our country and is divided into the following five units: Our Country, Atlantic Seaboard, Region Beyond the Appalachians, Western Mississippi Valley and Florida, and Outlying Possessions. The spring semester is given to economic developments. Its three units are: Environmental Factors in Economic Development, Development of Agriculture, and Development of Transportation and Communication.

Three units—Effects of Increased Population on American Social Life, Public Welfare, and Political Developments in the United States—make up the fall semester's work in the eighth grade. In the spring semester, eight weeks are spent on the two units, Heritage of the Modern World and Foreign Relations of the United States.

There is no doubt that the Negro would receive much of the credit he deserves and that younger gen-

erations would consider him in an entirely new light if such a program as this were put into effect. Its review at this time, with Negro History Week coming February 7-13, 1943, is particularly fitting.

For further information concerning this society and its work, all communications should be addressed to:

John W. Lyda, President  
Indiana Negro History Society  
462 South Sixteenth Street  
Terre Haute, Indiana.

—Marian A. Kittle  
Indiana State Teachers College

*Character Education*. State of Indiana Department of Public Instruction, 1942. Bulletin Number 134. 110 pp.

This entire bulletin is devoted to character education. Half of it is a syllabus for the schools of Indiana, and the other half is source materials to be used in the teaching of character education. Clement T. Malan, state superintendent, has written the foreword.

The need for such a program is shown by the inclusion of Chapter 249 of the Acts of 1937, passed by Indiana's General Assembly. In short, this chapter says that it shall be the duty of every teacher in Indiana teaching in the first twelve grades in any public, private, parochial or denominational school to give special attention to character education which tends to promote and develop upright and desirable citizenry. It also states that the State Superintendent of Public Instruction shall prepare outlines or studies with suggestions such as in his judgment will best accomplish this purpose.

The syllabus contains four chapters: Introduction, Scope of Problem, Character-Building in Elementary Grades, and Character-Building in the Secondary Schools. Part Two also has four chapters, which are: American Heroes and Strong Characters, Historic and Scenic Sites of the United States, Cornerstone Documents in the Growth of the American Democracy, and Inspirational Songs and Poems.

It is not intended that this sub-

ject be organized and departmentalized as are history and geography. It is too important. It should be taught in every class in every grade. The whole school, from the classroom to the administrative organization, from the homeroom to the out-of-class teacher-pupil relations, needs to be made character-education conscious. Also, the program must be adapted to the background of the community which employs it and the variety of life situations which the individual pupils meet.

The material in this bulletin is presented in such a manner that it should be a welcome addition to every home library as well as every teacher's library.

—Marian A. Kittle  
Indiana State Teachers College

Meder, Elsa Marie. *Youth Considers the Heavens*. King's Crown Press, 1942.

An attempt is made by the author to measure high-school students' opinions about man's place in the world in relation to their astronomical information. The study by Miss Meder was a part of her dissertation for the doctorate at Teachers College. Three hundred and sixty-four high-school physics students were tested before and after a ten-day experimental period. During this time one group of the students studied a pamphlet which was prepared specifically for the study. A second group was taught as the teacher of these students deemed best and the remaining students continued with their usual physics work. The principal aim of the study was to find out what changes took place in students' conceptions of man's place in the universe as a result of more information concerning the universe.

The procedure used by Miss Meder seems to be somewhat laborious in view of the information desired. However, the monograph probably is a good example of an attempt to apply scientific procedure to a study which proposes to measure a gain in information and at the same time the results of this gain upon one's thinking.

Miss Meder points out in her sum-

mary that these were some of the outstanding findings:

1. There was a relation between opinion and intelligence. The more intelligent individual seemed less likely to form the opinion that man is supernaturally dominated.

2. The group which showed the greatest change of opinion was also the group which showed the greatest change of information.

3. The more information young people possess concerning the extent of the universe, the greater is the probability that they will reject superstition and incline toward natural laws.

4. The more intelligent young people are those who are most likely to reject superstition or the idea that man is dominated by supernatural forces.

5. As information is increased concerning the extent of the universe, it is found that opinion is directed farther away from a conception of man's being dominated by supernatural forces.

Miss Meder's monograph is of value primarily from the standpoint of educational research procedure. The findings, in so far as they bear upon science, would hardly warrant so much detailed study.

—James F. Mackell  
Indiana State Teachers College

Adamic, Louis. *What's Your Name?*  
Harper Brothers, 1942.

Foreign names are among us here in America, and they are here to stay; but what we mean to do in reacting toward the personalities who possess unpronounceable names is another question.

A wholesale changing of these foreign names in a vain attempt to Americanize them reminds us that a passion to make personal advancement at the expense of self-respect is not a merit but a disease. Nor does a spirit of resentfulness, on the part of those who possess foreign names, effect a wholesome social reaction. However, there is a cure for all this social turmoil, which is genuine, reliable, and self-administerable. The

cure grows out of the fact that the wearers of foreign names are inevitably confronted with the truth that the world is gradually evolving new objectives despite the contributions which the past is making to the unfolding of the future. Therefore, the past either in the form of a name or the crystallized carry-over of a foreign background is not justified in attempting to prevent the inclusion of new and valuable contributions to the well-being of the social order, which the present is anxiously but not too patiently wishing to make.

Nor should we overlook the fact that there are perhaps 40 or 50 million new-immigrant people in our midst who are wishing America at her best to recognize that the Old World herself has gone forward with in the passing of the years.

In short, this immigrant self-consciousness in America is growing; it has momentum; it is dynamic. This drive is affecting the general situation to the extent that a large number of these immigrants are taking legal steps to restore their "foreign" names.

In all this flux, members of the teaching profession are, in many instances, playing a leading role in this adjustment process, for those among us who have achieved a friendly attitude toward students with foreign names have contributed lavishly in assisting such students to gear their personalities as well as their names (even though in abbreviated form in many instances) into a happy and delicately amalgamated Americanization.

Foreign names that are tongue-twisters obviously should be changed without reluctance. However, such changes should not imply a knuckling under or a giving up of one's background. Nevertheless, an iron-clad refusal to change signifies indifference or arrogance or childish pride in what in many instances is nothing short of outmoded national origin.

Foreign names in science, art, politics, and sports as well as in military circles have oriented themselves readily and acceptably, because the possessors of those names have for-

gotten self as well as name in a noble attempt to make a worthy contribution to the development of those eternal verities without which society can not hope to endure.

—Edward M. Gifford  
Indiana State Teachers College

Thurston, Henry W. *Concerning Juvenile Delinquency*. Columbia University Press, 1942. pp. x & 256.

This interesting little volume is divided into three separate parts which show the "progressive changes in our perspectives" (sub-title) with regard to the causes of delinquency and methods of treating the delinquent. Part I, on delinquencies and their causes, is a bare summary of the forms which delinquency takes and a brief statement of the various ideas concerning causes. The reader will find the latter quite inadequate, for there is no discussion of the genesis of delinquency in relation to any of the causal factors mentioned.

Part II presents an interesting human interest history of the development of the juvenile courts, the probation system, and child detention homes. This section includes eight of the thirteen chapters and is well worth reading by laymen as well as social workers and penologists. Part III is concerned with "treatment in the community" and includes a discussion of the role of agencies other than the court in the treatment of delinquents. The final chapter by Dr. Leonard Mayo presents a brief summary of a community program for the prevention and treatment of delinquency.

The book is written in first person and grows out of the writer's experience and contact with people who have worked with delinquents. Although it leaves much to be desired in objectivity and contains numerous errors, as the classification of the foreign born as a separate race, p. 37, the beginning student in social problems and social work will find it valuable and interesting.

—Wilbur Brookover  
Indiana State Teachers College



